

Session Title: **Residents as Leaders - allowing senior residents to get maximally involved**

Session Tract: Best Practices New Speaker's Forum

Session Format: Leadership and Advancement 330

Session Date/Time: Weds, 4/3/19 from 12:00-12:30p

Session Faculty:

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Course Description:

Graduating senior residents frequently focus their non-clinical time on job searching and other activities, often “checking-out” and dropping off from departmental involvement. The chief resident role, however, is where a designated few senior residents have an opportunity to give back to their program during their final year, a role often highly sought after. In this talk, we discuss how to motivate senior residents by using their own internal motivations and by giving them autonomy within their interests, in order to continue their growth and preparation for a possible career in academics and administration.

Goals and Objectives:

- Describe the increasing need for more and more senior resident involvement in leadership roles and residency education
- Discuss strategies for involving senior residents in leadership roles, thus preparing them for a career in academics and administration

Conflict of Interest:

No conflict of interest to report

Lecture Outline:

1. Introduction

- a. Graduating senior residents often are difficult to engage in getting involved in departmental activities
- b. Burnout is well documented in some residents and studies show that this affects lifelong learning, engagement, and satisfaction in residency
- c. The chief role is given to senior residents, often through a selection process, segregating them from the rest of their class

2. Background on current chief role

a. Current Literature

- i. Heavy time burden (13–15 hours a week) for the chief role, where most of the time is spent on scheduling and administrative tasks
 - Most chiefs report that this time burden was more than they expected, and that they would rather spend their time on teaching and research
- ii. High satisfaction rate reported by most chiefs for being selected
- iii. Increased rates of pursuing a field in academics or administration as a result of their chief role

b. Potential downsides to limiting chief role to only a few residents

- i. Wasted potential among other interested/motivated senior residents
- ii. Undue burden on chiefs who already report dissatisfaction with the time commitment of the role
- iii. Minimizing benefit offered by chief role with regard to promoting an academic career to only a few select senior residents

3. Motivation

a. The new “millennial” resident

- i. Individualistic but not independent
- ii. Prefer meaningful projects and global experience
- iii. Better to shift and guide enthusiasm than to turn it down
- iv. Tim Elmore’s Generation iY, the value of incentivization!

b. Current Literature

- i. Many studies show that fostering Intrinsic Motivation (IM) can help with:
 - Fostering lifelong learning
 - Increased engagement
 - Building mechanisms to decrease burnout
- ii. Lots of studies on self-selected “Scholarly tracts” for senior residents shows the following benefits:
 - Motivates resident to do more activities within that tract than they otherwise would have without the tract
 - Exposes the resident to the process of developing a niche

- Increased resident competitiveness and interest in pursuing a career in academic positions

4. Possible Solutions

- a. Carrot and stick- The power of the TITLE!
 - i. As noted, although many senior residents may either be burned out or less motivated to give back, most chief residents are not, and this is in part related to the title given to them
 - ii. Giving other senior residents more responsibilities in line with their own Intrinsic Motivation, much like what is done in the scholarly tracts, along with a title (e.g. chief, director, chair, leader) may lead to increased engagement and satisfaction
- b. Option 1- Extend chief resident designation
 - i. All (or volunteering) senior residents get a chief or similar title designation in a field of their interest, with a few getting offered standard chief roles (e.g scheduling and conference), while others having nonstandard chief roles (e.g. ultrasound, disaster, ems, education, administration, wellness, research)
- c. Option 2- Rotating chief responsibility
 - i. Chief role gets split or rotated among a greater number of interested senior residents during various months or specific rotations
- d. Option 3- Shifting chief role to PGY 3 (or PGY 2) year
 - i. Chief role goes to 3rd year (out of 4) or 2nd year (out of 3), freeing up PGY4 year for scholarly tracts/ pursuit in advanced interests

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